

HOW TO INFLUENCE STUDENT BEHAVIOR

RESULTS OF A 5 YEAR STUDY

Welcome

- Presenter: Mike Grayson,
eCampusUSA Research & Development
- All data and white papers can be downloaded from eCampusUSA.net (the URL is written on the brochure)
- Register at Booth 218 to receive new research. Includes over 3,000,000 tardies and 1,000,000 student discipline issues.
- Survey

Question

- What is your biggest problem dealing with discipline and tardy students?

The Beginning

- Met in 1998
- Representatives from 3 ISDs
- Initial discussion: “What is the best way to track students using the latest technology?”
- Ultimate question: “How can we influence student behavior and get them to class using technology?”

The Assumptions

- Two basic principles emerged:
 - A student must be held accountable for their behavior and the consequence for the action had to be immediate and consistent.
 - The parent should be involved because they strongly influence their child's behavior.
- The challenge...
 - How to apply technology

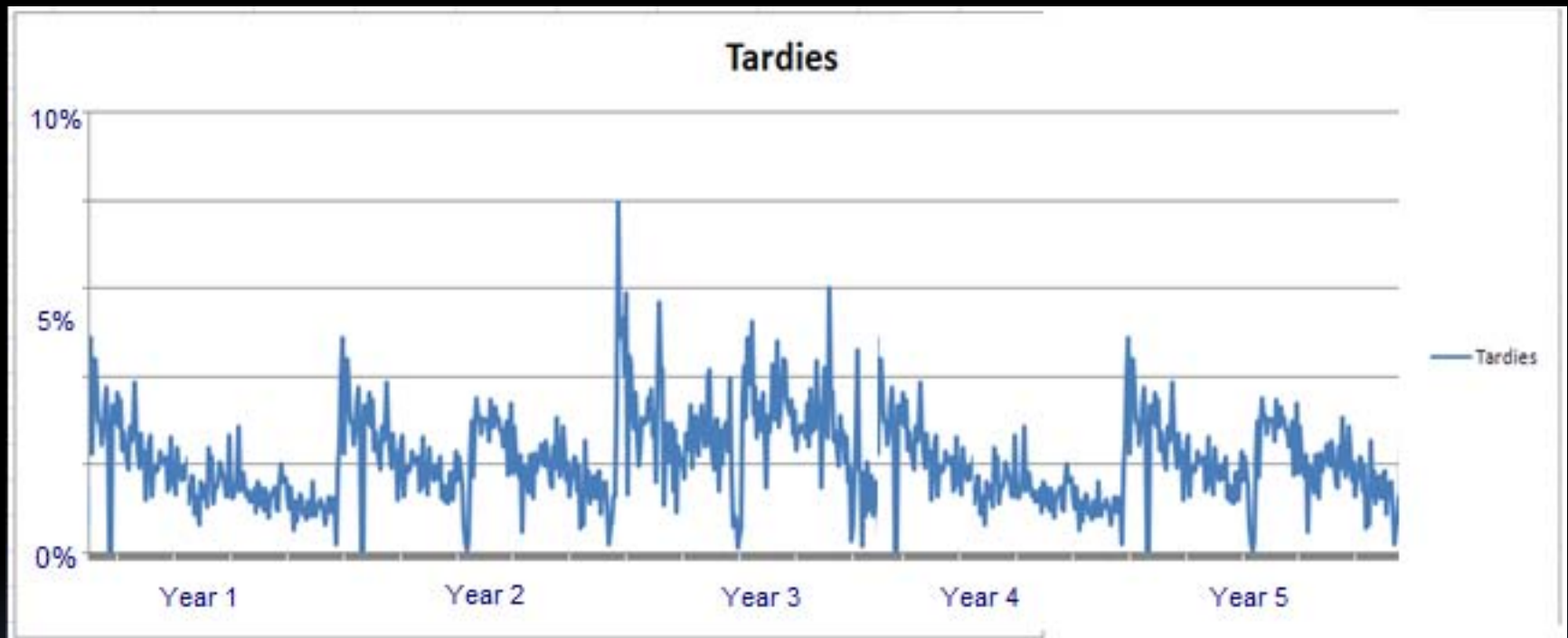
Elements of the Study

- Analyzed 3,477,320 tardies
- Over a 5 year period
- All schools implemented the same technology but had different policies:
 - “Rules Based” automatic consequence escalation
 - Unique disciplinary policies
 - Parental email with offense and history of discipline
 - Automated parent letters with offense and history of discipline

The Questions

- Can student behavior be influenced?
- If so, do they revert back to previous behavior and under what circumstances?
- Which policies are most effective in changing behavior?
- What is the cost of doing nothing?
- What is the cost of implementation?

The Data

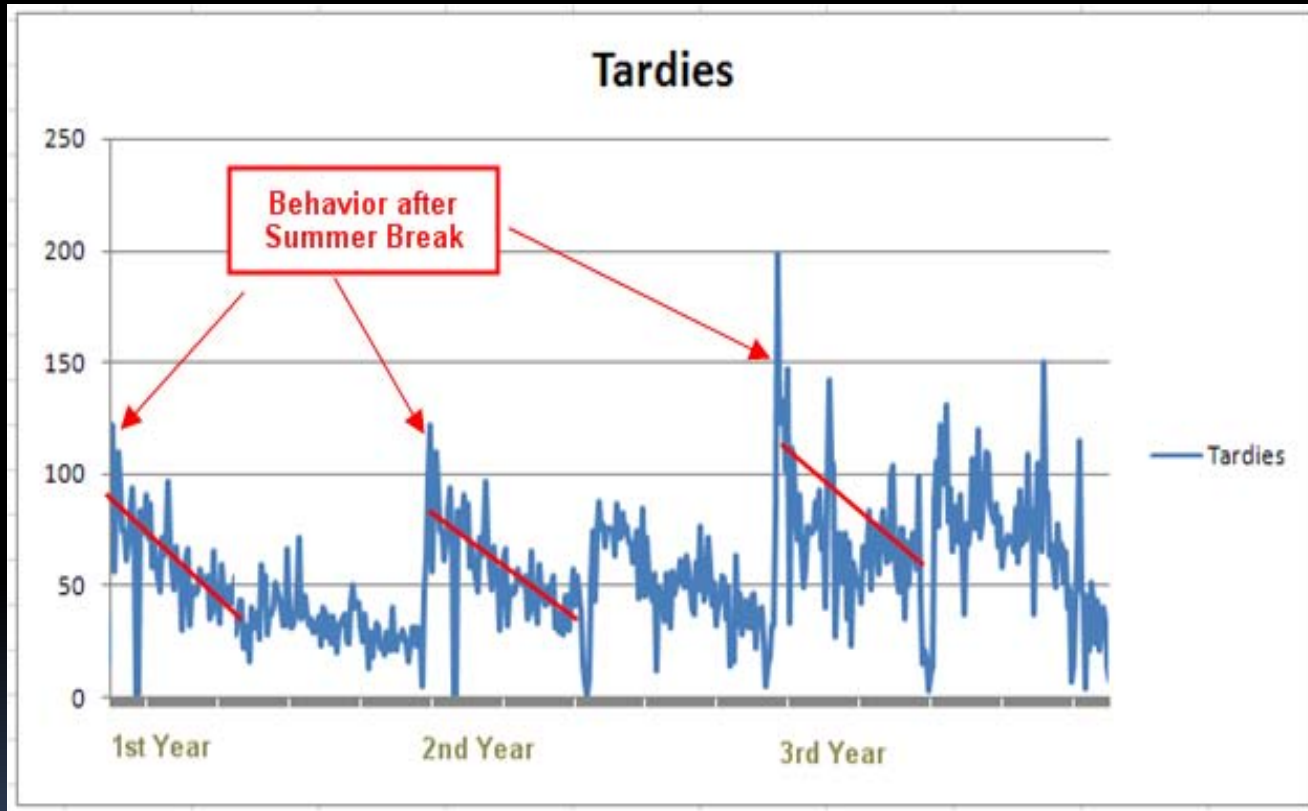


3,477,320 Tardies - Population of 525,237
Average Tardies on any given day – 3.953%
Highest - 17%

Observations

- The tardies at the beginning of the school year are the highest.
- The tardy curve drops throughout the entire school year when a system of accountability is implemented.
- There is a consistent 75%-85% reduction in tardies when students are held accountable with immediate consequences.
- A slight increase in tardies occurs after the Holiday Break but never achieves the beginning of the year level.
- The peak after the Holiday Break rapidly declines and quickly exceeds results for the first half of the year.

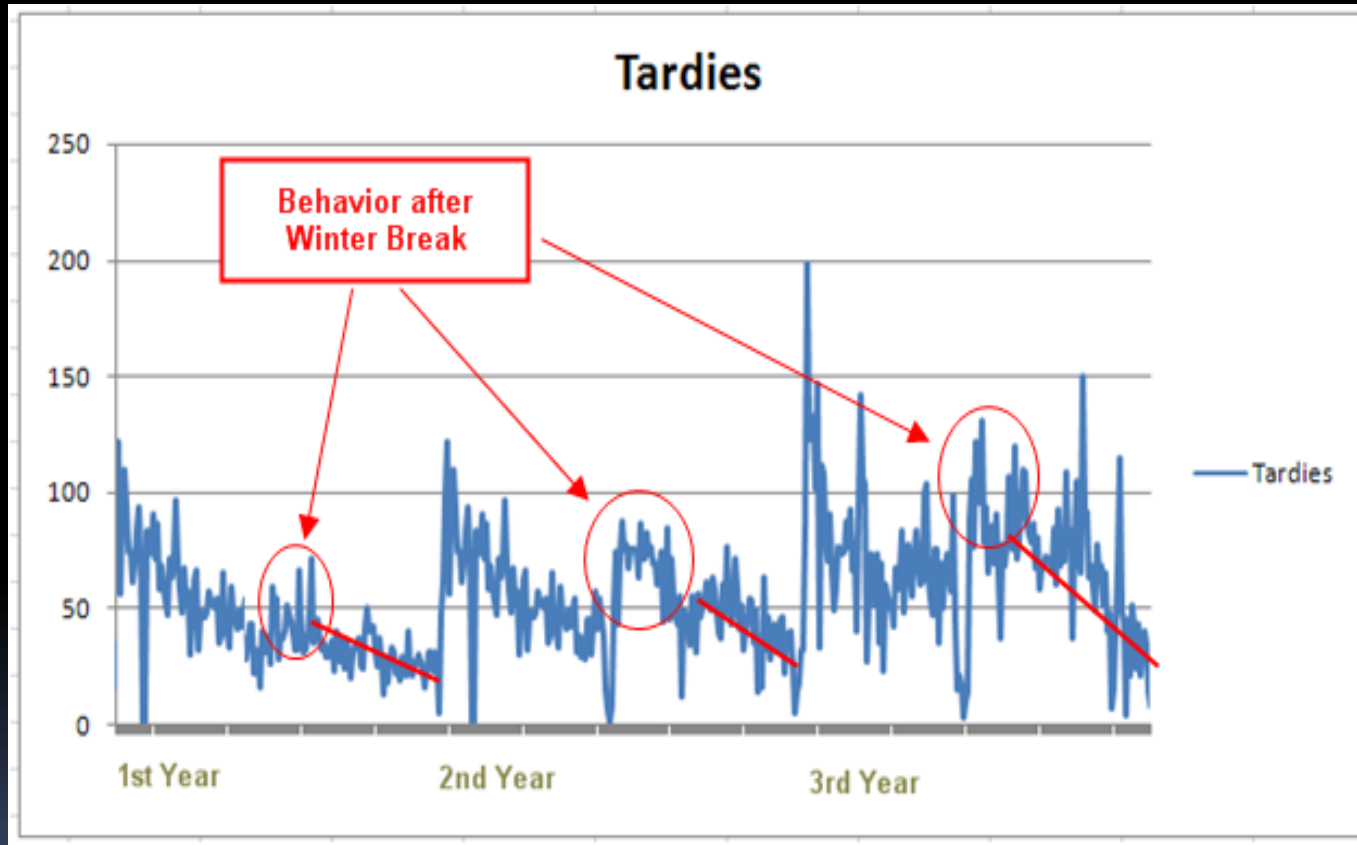
Reverting Back



Reverting Back

- Revert back to prior behavior after summer break.
- An effectiveness of 75-85% can be accomplished in a relatively short period of time.
- Any failure to apply corrective action results in a loss of previous efforts

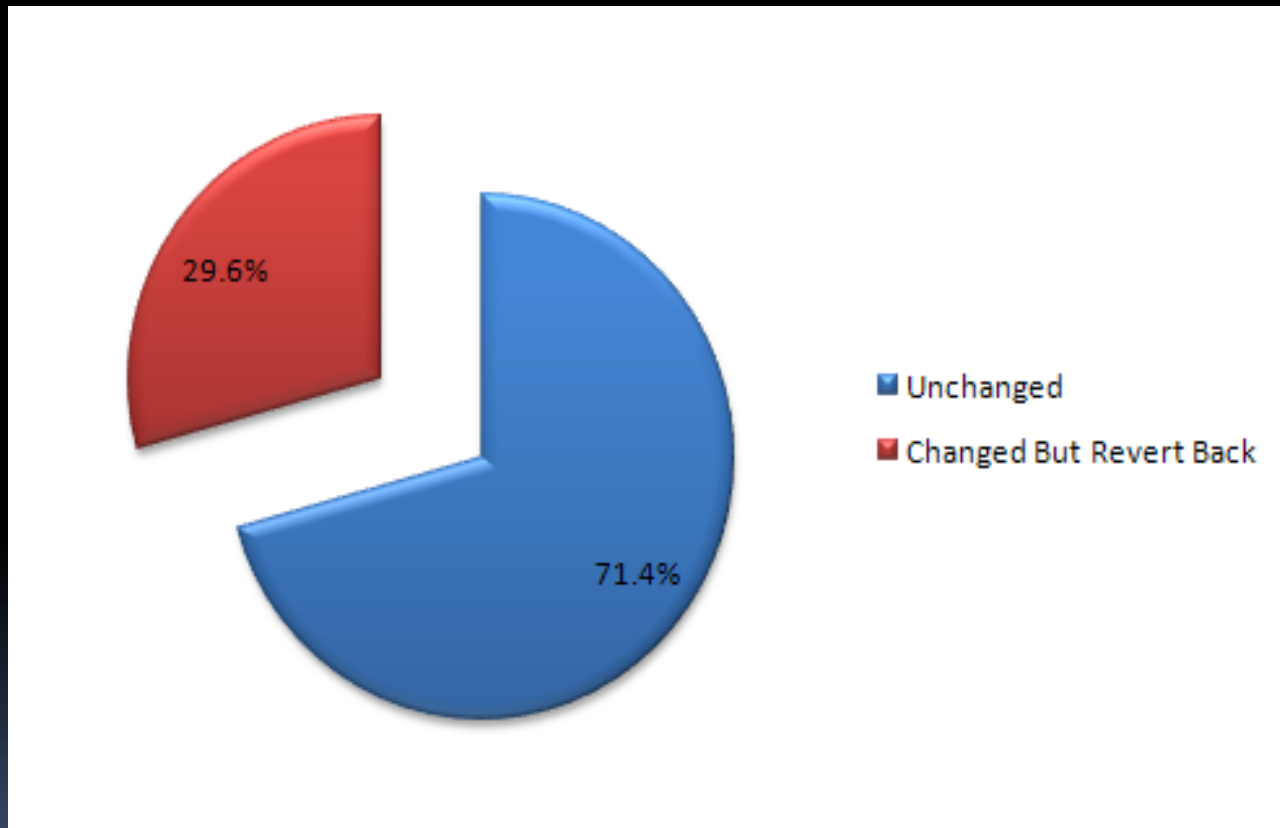
How Long to Revert Back?



How Long to Revert Back?

- Must examine a smaller time span.
- A weekend break does not have a significant impact on behavior reversion.
- Breaks of 1-2 weeks show that 29.6% revert back to prior behavior.
- Students tend to completely revert back to previous behavior over summer break

Percentage that Revert Back Over Winter Break



Classical or Respondent Conditioning

- Do some students appear to “learn” better behavior and adopt these habits long term?
- vs. operant conditioning by the use of consequences.
- 50-60% of tardy students learn better long term behavior – as long as they know that the system of corrective action is in place. When the system is removed even those will revert back to previous behavior.

Determining Policies

- Objective: To define a standard that would establish a scale for school policies from “most lenient” to “strictest”
- The common thread was the rate of escalation of corrective action.
- Schools within a category did not have “exactly” the same policies. Every school is slightly unique.

4 Categories

Category	Type	Number of Warnings	Escalation
1	Strictest	1	Fastest
2	Less Strict	2	
3	Less Lenient	3	
4	Most Lenient	4	Slowest

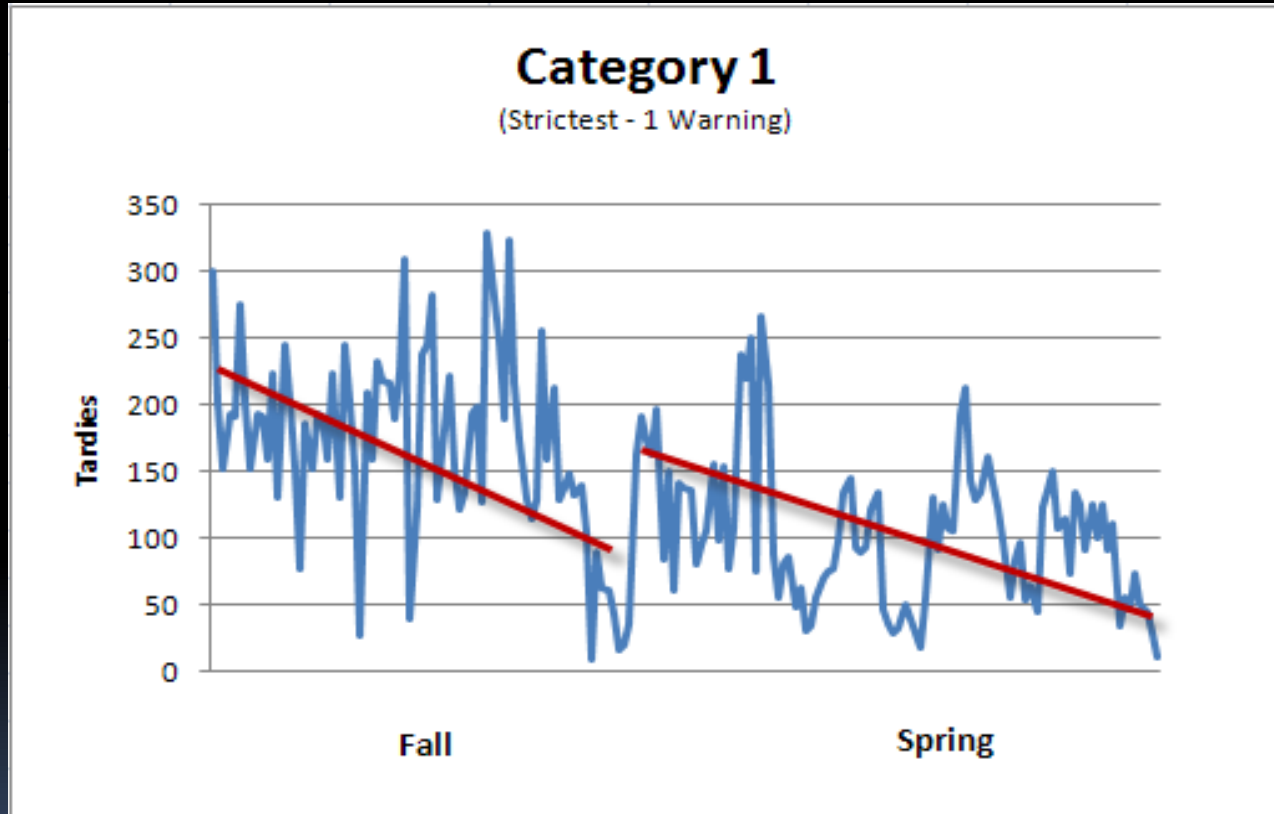
The Importance of Matching Policies to Administrative Resources

- Different policies can impact the amount of time spent contacting parents, etc.
- School "A" contacts the parent on the 5th offense.
- School "B" contacts the parent on the 3rd offense.
- The advantage of a "Rules Based" system is that you can tweak policies to balance resources and optimize performance.

The Importance of Matching Policies to Administrative Resources

Category 1 – Strictest			
School A		School B	
Tardies	Discipline	Tardies	Discipline
1	Warning	1	Warning
2	Detention	2	Detention
3	Detention	3	Parent Meeting
4	Principal Meeting	4	Detention
5	Parent Meeting	5	Principal Meeting

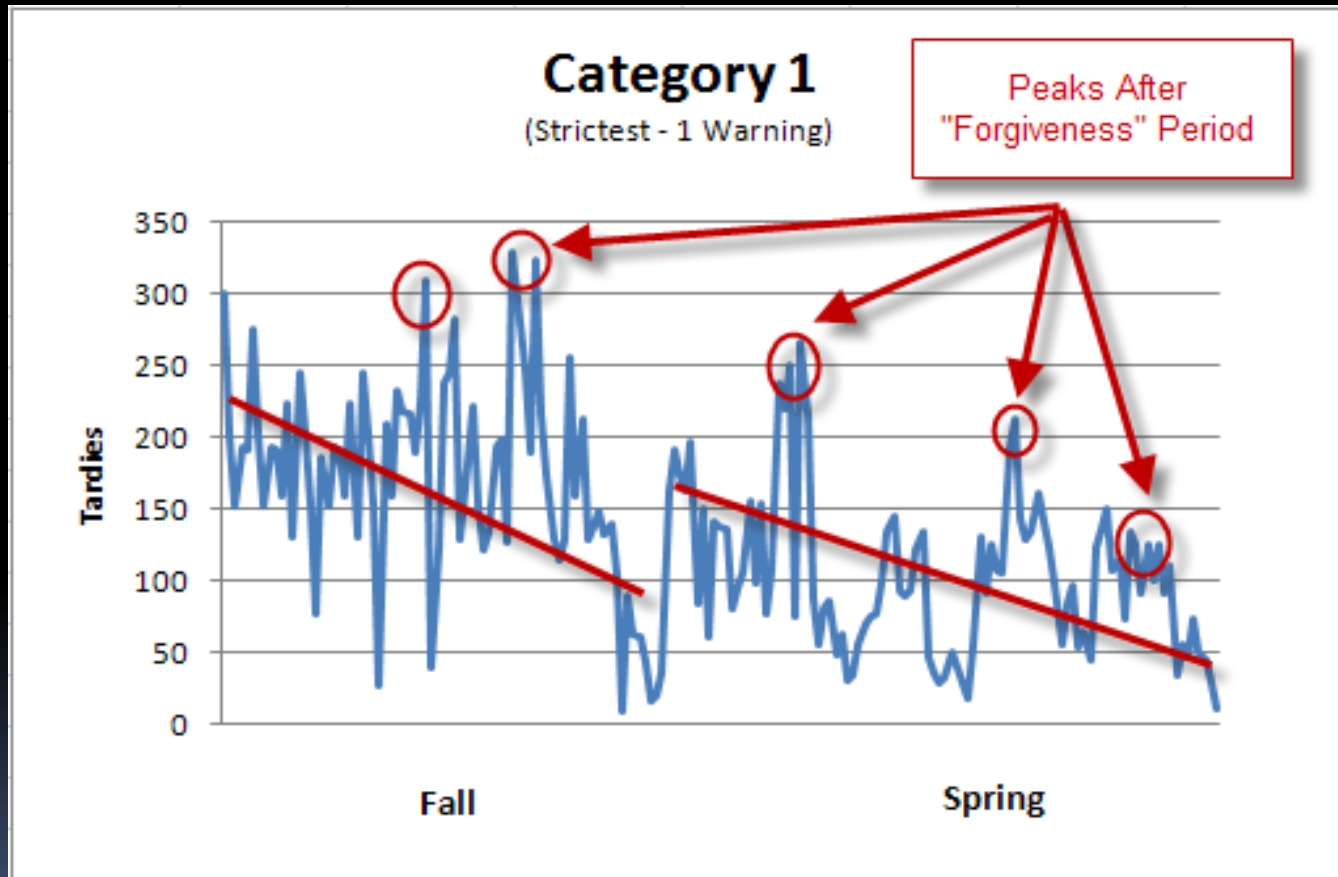
Category 1



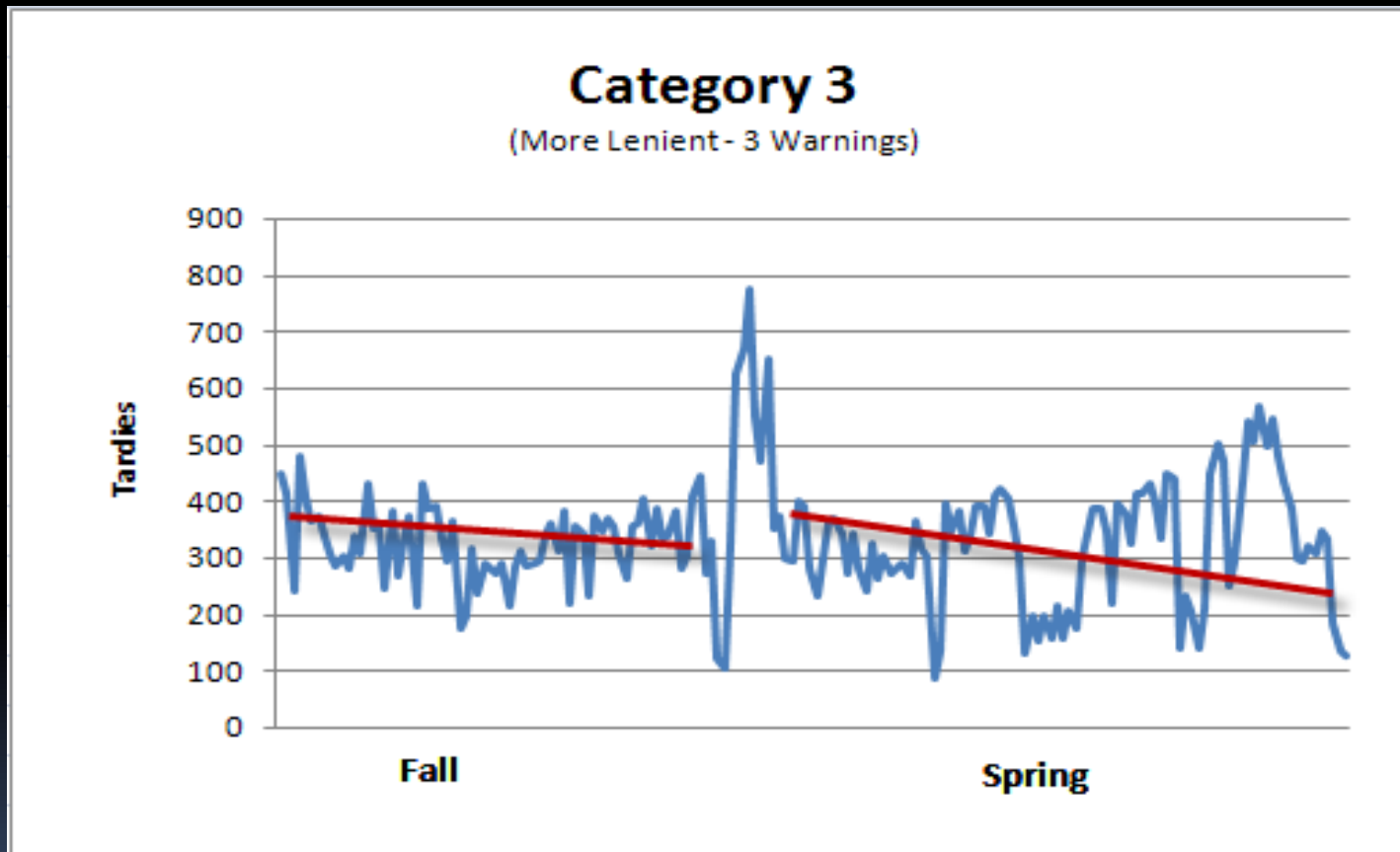
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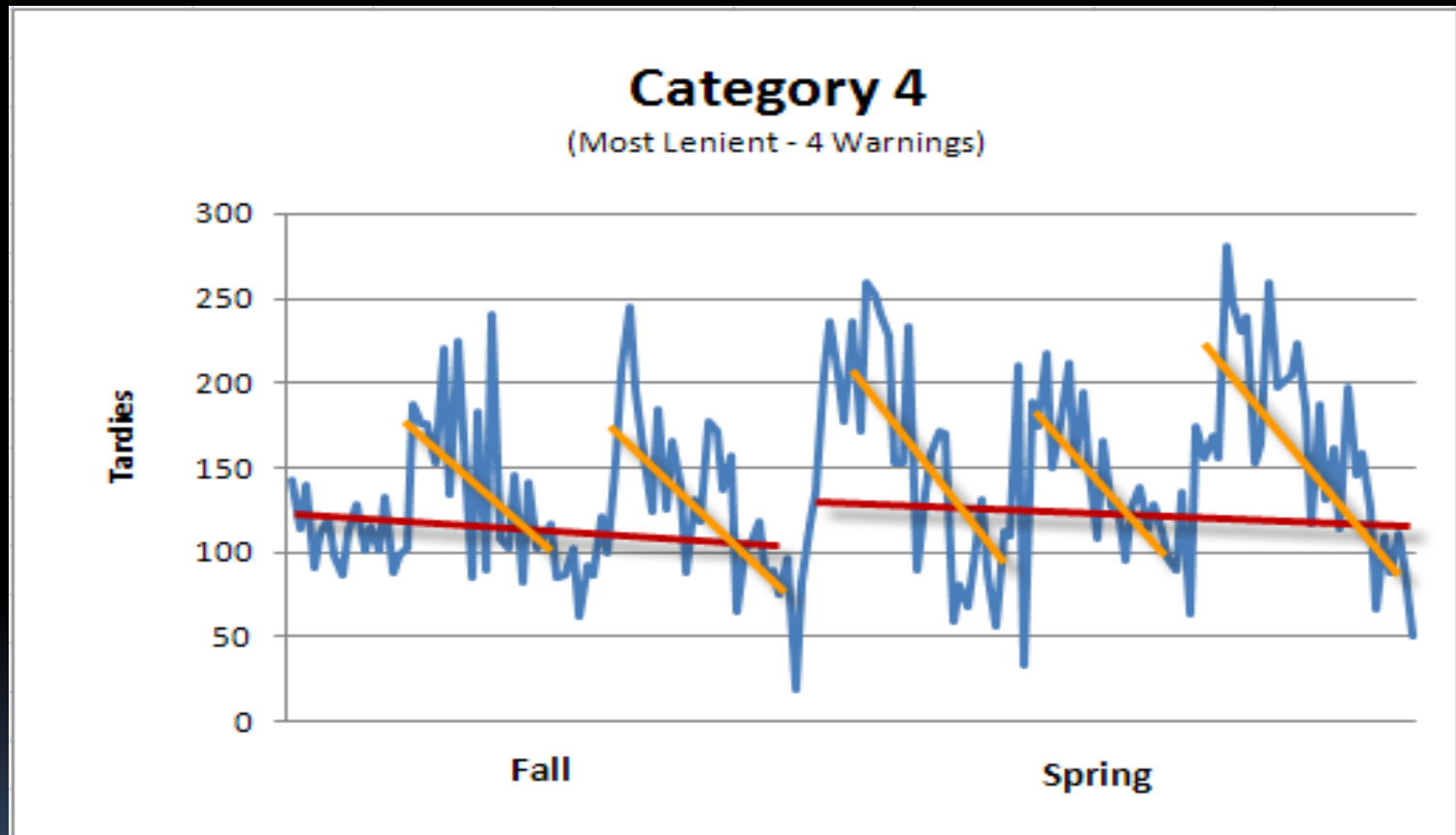
Category 1 - Forgiveness



Category 3



Category 4



Conclusions

- The most lenient policies had the poorest results with only a 5-40% reduction in tardies.
- The strictest policy had the best results with a 75-80% reduction in tardies and did the best job of influencing student behavior.
- Resetting tardies to zero at the beginning of each 6 or 9 week term does have an effect – BUT – the effect is dampened in the strictest policies and amplified in the most lenient policies

Conclusions

- The effectiveness of corrective action can be dramatically impacted by policy but can be optimized.
- There is some retention of behavior. The increase after Holiday Break rapidly declines and quickly exceeds the results for the first half of the year in every category except for Category #4, the most lenient.

The Cost

- 3,477,320 tardies
- 3,477,320 reduced by 80% = 2,781,856
- 2,781,856 x 10 min. = 463,643 hours
- 463,643 hours / 875 hr per year = 529.88 years
- 530 years of LOST instruction!
- 463,643 hours x \$20 per hr. = \$9,272,860
- Over \$9M of EXPENSE!
- Even if you cut the number in half, it would still be significant!

Group Q & A

- What have you learned?
- What do you plan on changing?

Thank You!

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